



Moving English Learners Forward: Seizing Opportunities and Meeting Challenges

Responding to the Bilingual Teacher Shortage

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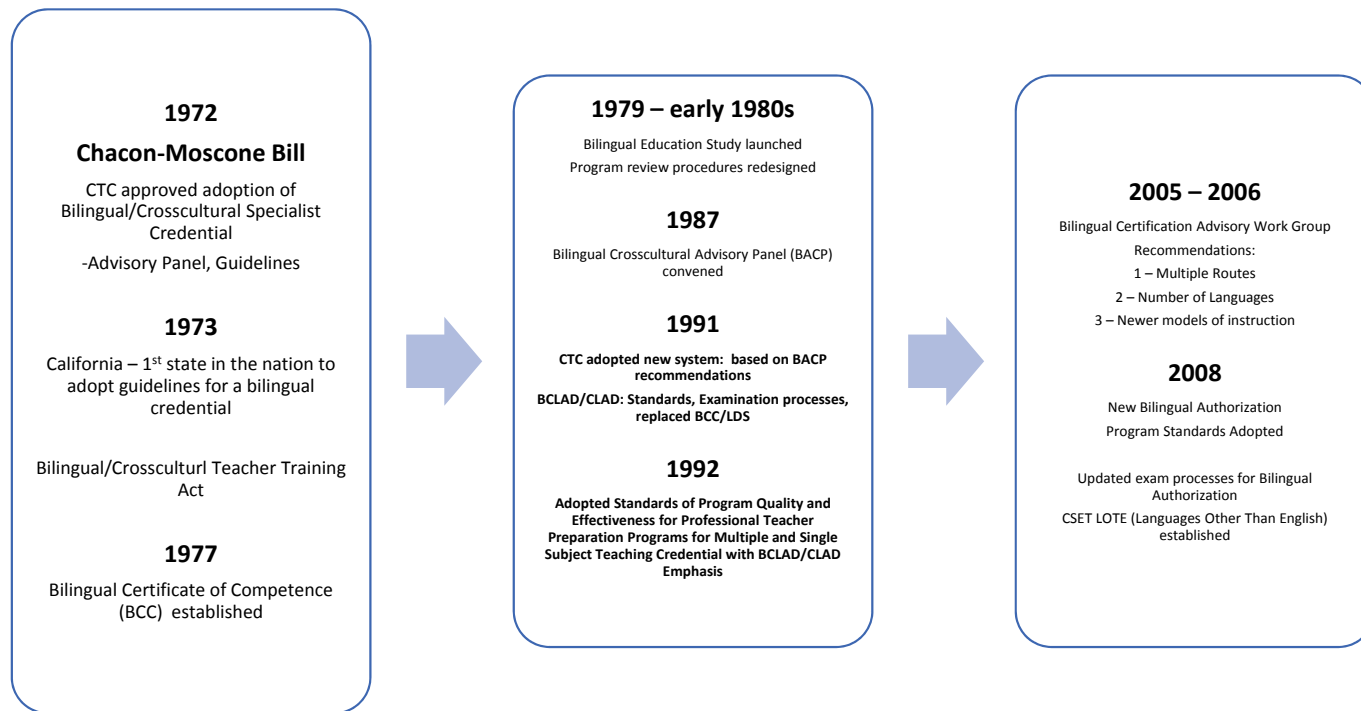
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Loyola Marymount University | Center for Equity for English Learners

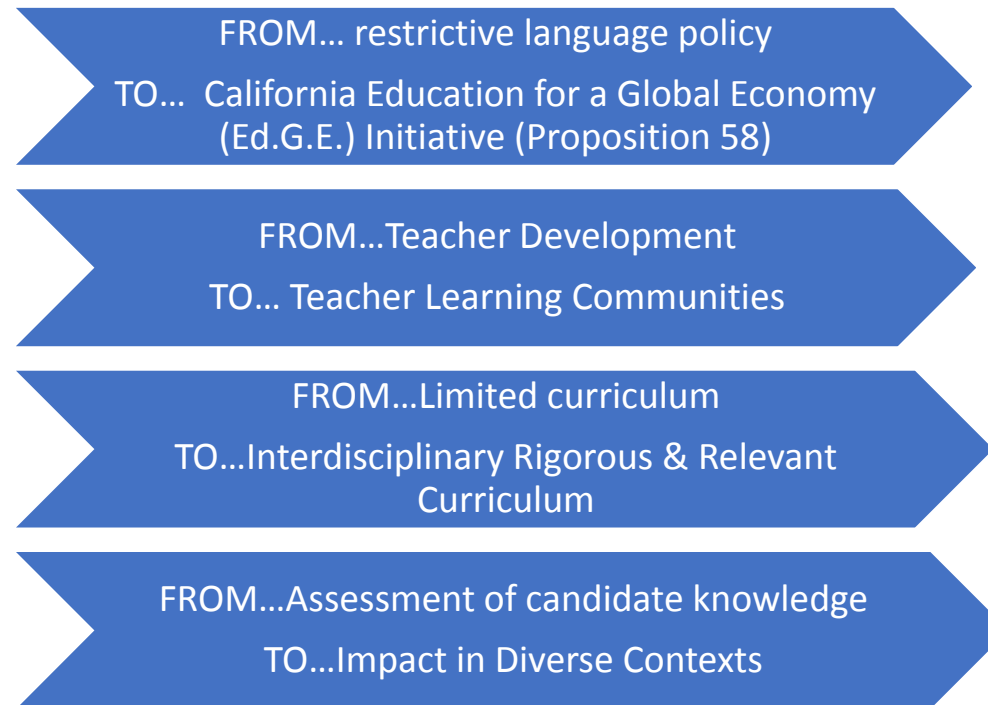
Our Commitment

- Share and Influence History - Preparation of Bilingual Teachers
- Capitalize on Shifts
- Align Policy Efforts: California English Learner Road Map
- Embrace Diversity in Response to Teacher Preparation Reform
- Engage in Responsive Pipeline Partnerships
- Bridge In-service and Pre-Service Bilingual Teacher Preparation Spaces
- Influence State and Local Bilingual Teacher Policy

Share and Influence History: Preparation of Bilingual Teachers Historical Highlights



Capitalize on Shifts



Align Policy Efforts

California English Learner Roadmap

Principle One: Assets-Oriented and Needs Responsive Schools

- Element 1A: Language and Culture as Assets

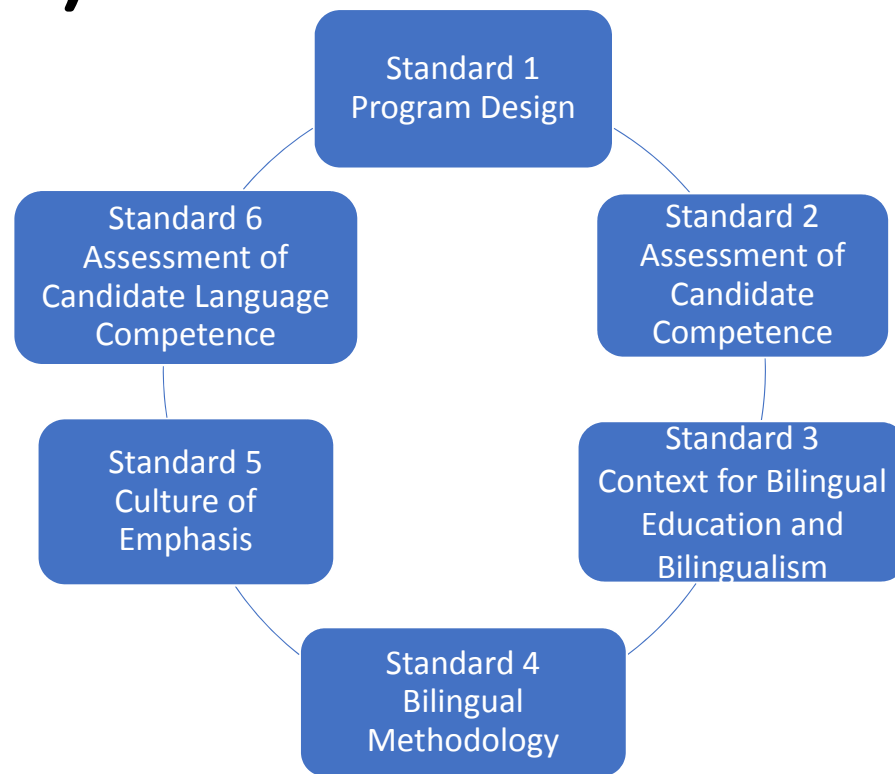
Principle Two: Intellectual Quality of Instruction and Meaningful Access

- Element 2E. Use of Students' Home Language
- Element 2F. Rigorous Instructional Material
- Element 2G. Programmatic Choice

Principle Three: System Conditions that Support Effectiveness

- Element 3D. Capacity Building

Bilingual Authorization Program Standards (2009)



California Subject Examinations for Teacher (CSET)

CSET: Spanish
Bilingual
Authorization

- **SUBTEST III:** Language and Communication
- **SUBTEST IV:** Bilingual Education and Bilingualism, Intercultural Communication, Instruction and Assessment
- **SUBTEST V:** Geographic, Historical, Sociopolitical and Sociocultural Contexts

CSET: Spanish
Single Subject
Teaching
Credential

- **SUBTEST I:** General Linguistics, Target Language Linguistics
- **SUBTEST II:** Literary and Cultural Texts and Traditions, Cultural Analysis and Comparison
- **SUBTEST III:** Language and Communication

Bilingual Authorization CTC Ten Year Change

Bilingual Authorizations i										
Bilingual Authorizations -32.2% Ten Year Change	2016-2017 19.8% Change From Prior Year	2016-2017 87.1% Spanish	2016-2017 5.5% Mandarin	2016-2017 2.3% Korean						
Click the heatmap below to view or hide the number of credentials held by those completing the Bilingual Authorization.					View Language by Segment All		Search by Segment and Institution 🔍			
Note: The data show the comparison of ten years by languages. The darker color gradient indicates that there were more authorizations issued for the specified year.										
Language	Fiscal Year									
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
American Sign Language	4	5	4	6	3	8	4	5	7	10
Arabic						1		1	1	
Armenian	1	1	1	3	5	5	3	2		3
Cantonese	6	12	12	10	11	6	5	8	14	10
Chinese		3	3	1		1				
Farsi				1			1	3		
Filipino		1	4	2	2	3	1			
French	1	1	2	1		4	2	3		3
German			1			5		2	3	4
Hmong	24	23	12	9	5	14	5	2	3	8
Japanese		3	5	12	5	5	4	1		1
Khmer				1						
Korean	22	18	25	14	14	10	13	14	18	19
Mandarin	16	14	30	41	42	34	26	32	23	45
Portuguese					1	1				
Punjabi				1						
Russian		1	1	1				1		
Spanish	1,125	1,113	1,104	959	822	735	641	611	610	712
Vietnamese	6	5	10	2	3	2	2	4	1	2
Grand Total	1,205	1,200	1,214	1,064	913	834	707	689	682	817

IHEs who Prepare Bilingual Educators

Total 31 approved programs
(January 2018)

- 17 CSU **(74%)**
- 8 Private/Independent
- 5 UC **(63%)**
- 1 LEA **(.006%)**

Source: Commission on Teacher
Credentialing (CTC) - Data Dashboard

Bilingual Authorization – Language programs:

ASL (1)
Arabic (3)
Armenian (1)
Cantonese (4)
Filipino (1)
Hmong (4)
Japanese (2)
Khmer (1)
Korean (5)
Mandarin (10)
Portuguese (1)
Punjabi (2)
Spanish (31)
Tagalog (2)
Vietnamese (2)

Bilingual Authorizations Issued 2016-17

Segment	Total
CSU	323
UC	109
Private/Independent	55
LEA	1
Direct Application*	329
Total	817

LMU = 20 out of 55 total (36%)

*Passed appropriate CSET exams and applied directly to Commission

Language	Authorizations Issued
American Sign Language	10
Armenian	3
Cantonese	10
French	3
German	4
Hmong	8
Japanese	1
Korean	19
Mandarin	45
Spanish	712
Vietnamese	2
Total	817

Source: Miranda Gutierrez, Consultant & Teri Clark, Director – California Commission on Teacher Credentialing English Learner Leadership and Legacy Initiative (ELLLI) Presentation

Embrace Diversity in Response to Teacher Preparation Reform

- **LMU Bilingual Teacher Preparation Program**

- 3-in-1 Program
 - (1) M.A. in Bilingual Education,
 - (2) SB 2042 Preliminary Teaching Credential
 - (3) Bilingual Authorization in either Spanish or Mandarin

Reflect cultural and linguistic diversity

Engage in field-based foundations

Deliver courses on campus and in community-based spaces

Increase levels of awareness and critical consciousness

Provide Scholarships for Bilingual/Bicultural Educators

Engage in Responsive Pipeline Partnerships



TOM TORLAKSON
State Superintendent
of Public Instruction

2017 Bilingual Teacher Professional Development Program

The purpose of the Bilingual Teacher Professional Development Program (BTPDP) is to increase the number of teachers who obtain a bilingual authorization as a result of participation in the program and increase the number of teachers with a bilingual authorization who return to teaching in a bilingual or multilingual setting.

Project Period: January 1, 2018 through June 30, 2020

Maximum Award: \$625,000

Los Angeles County Bilingual Teacher Collaborative (LAC-BTC) Goals

GOAL 1

Support **teachers moving from English-only classrooms to bilingual and multilingual settings**

GOAL 2

Increase the number of bilingually authorized teachers by supporting currently credentialed teachers and paraprofessionals in obtaining their bilingual authorizations



GOAL 4

Increase the number of qualified teachers teaching in bilingual and multilingual settings

GOAL 3

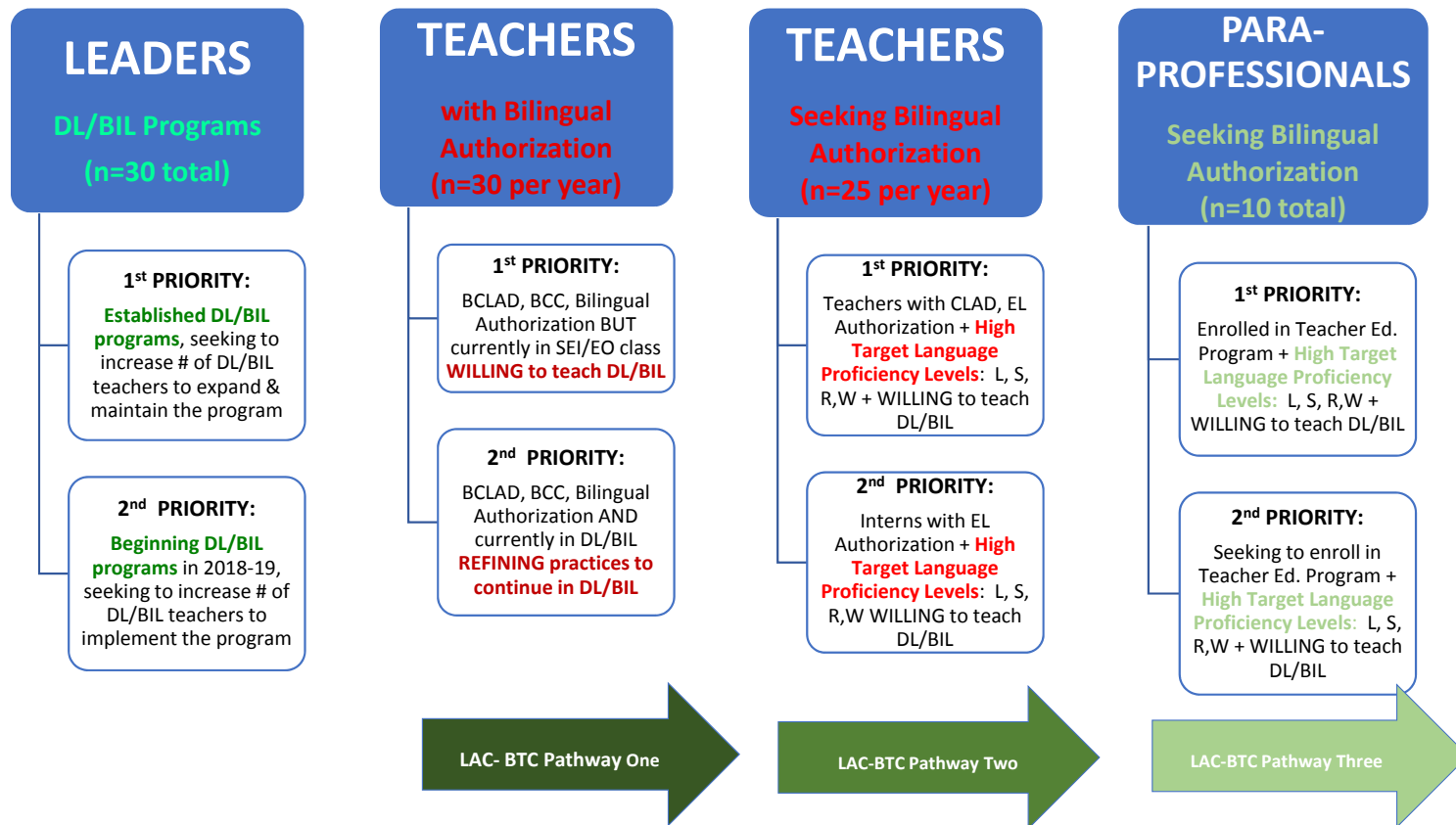
Develop teams of district and school leaders serving students in bilingual and multilingual settings

Los Angeles County – Bilingual Teacher Collaborative

Partner Districts - Participant Criteria

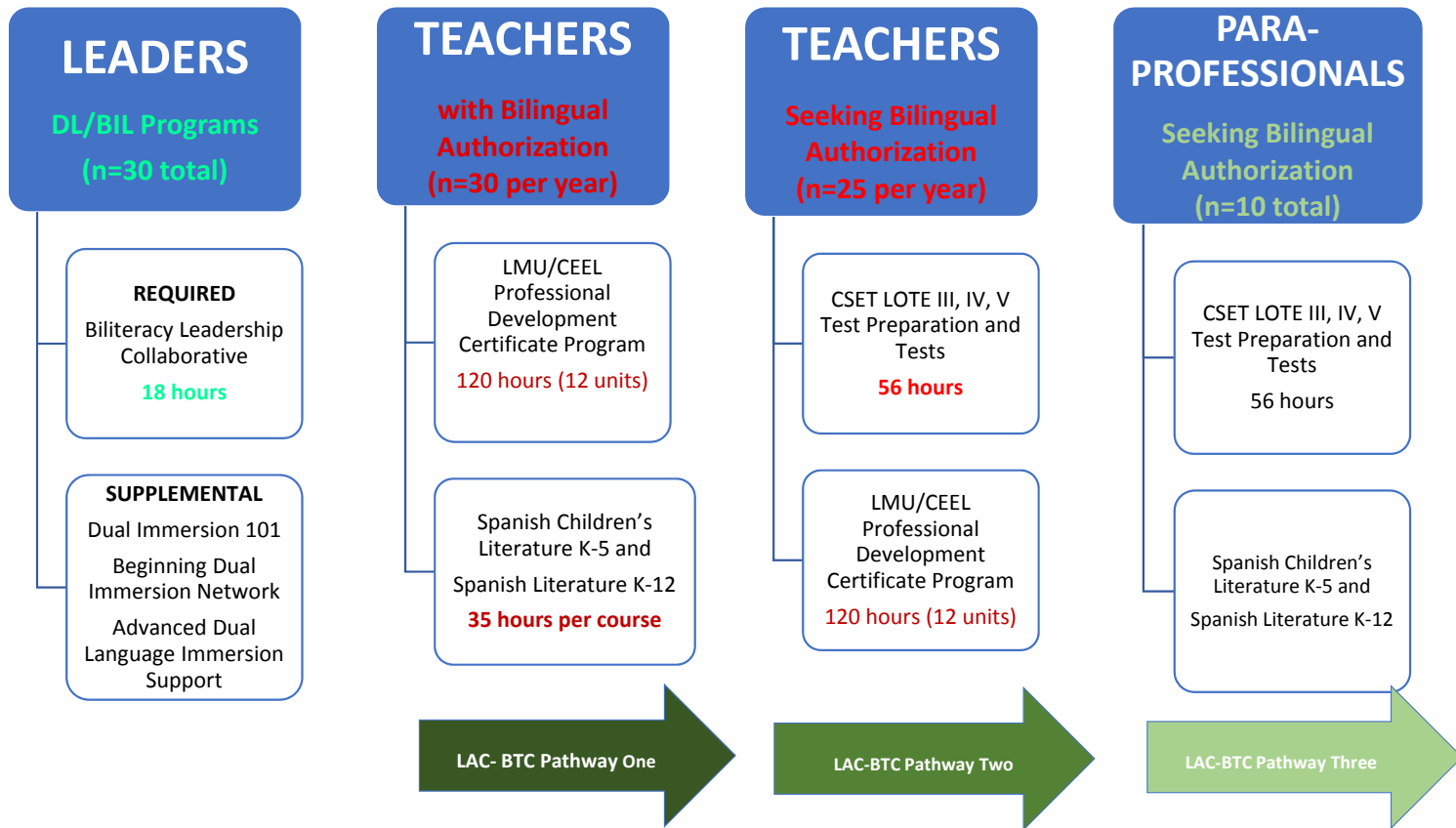
May 2018 – Dec. 2020

(approximately 10 districts)

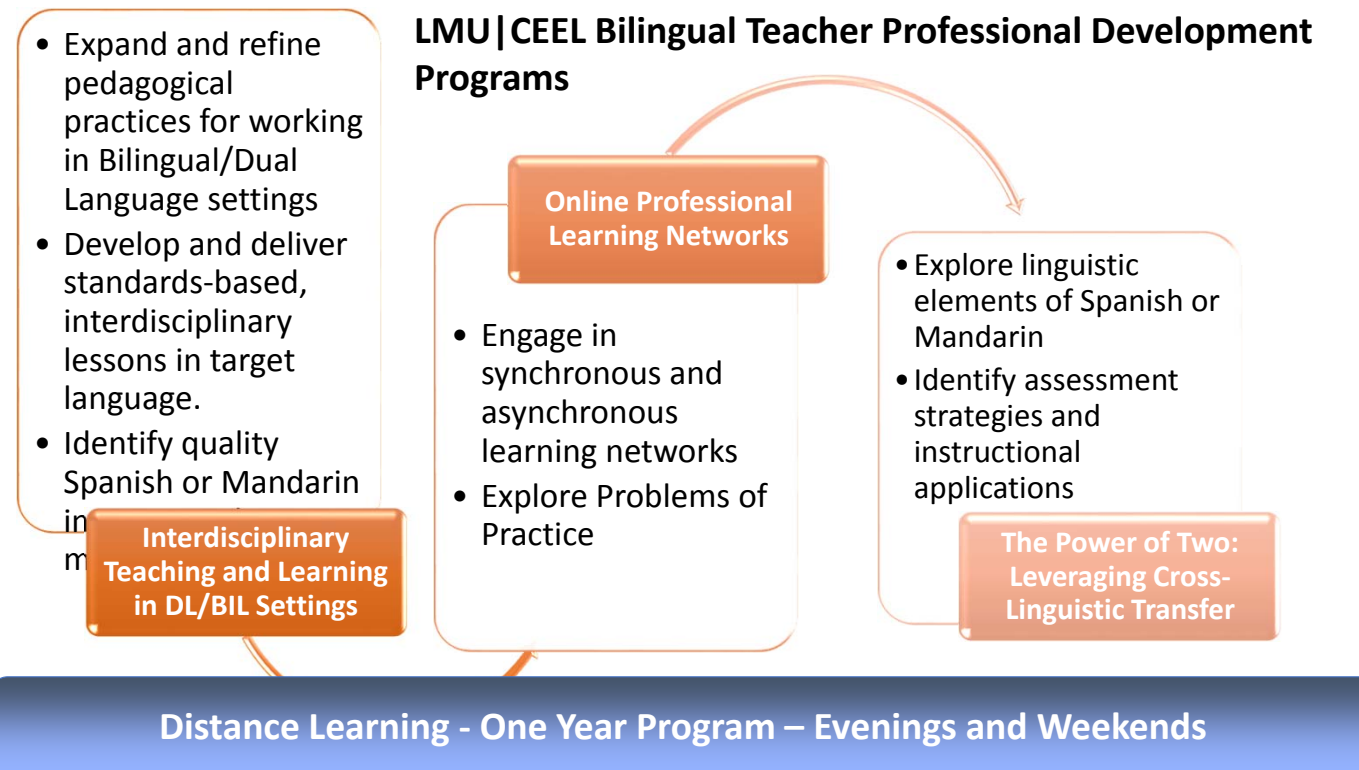




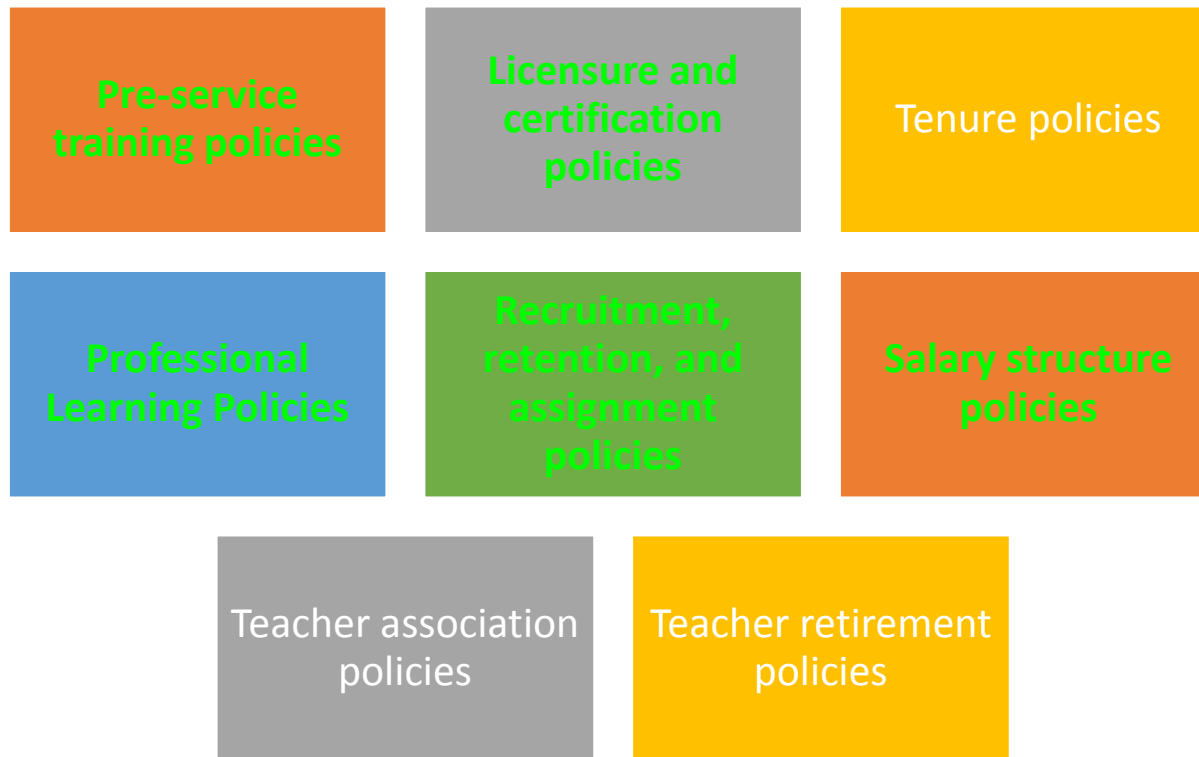
Los Angeles County – Bilingual Teacher Collaborative PATHWAY SUPPORTS



Bridge In-service and Pre-Service Bilingual Teacher Preparation Spaces



Influence State and Local Bilingual Teacher Policy



Thank you!

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